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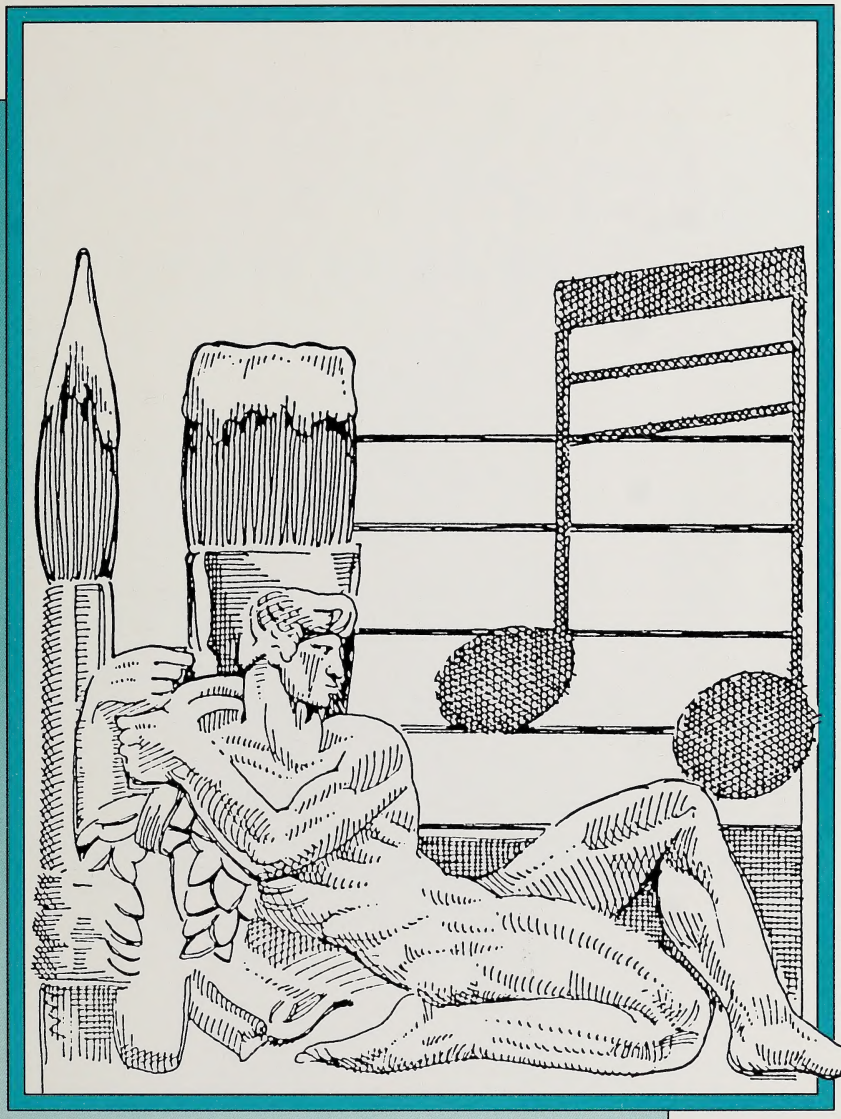

ART 11, 21, 31

Distance Learning

Alberta EDUCATION

CANADIANA

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ART 11, 21, 31

COURSE INTRODUCTION BOOKLET

Distance Learning

Alberta EDUCATION

Art 11, 21, 31
Course Introduction Booklet
Alberta Distance Learning Centre
ISBN No. 0-7741-0346-9

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STUDENT QUESTIONNAIRE FOR ART

COURSE SURVEY FOR ART

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https://archive.org/details/art112131coursei00albe

FOREWORD

Welcome to distance learning. You have chosen an alternate form of learning that allows you to work at your own pace. Distance learning allows you greater freedom in some ways than traditional classroom learning. You have shown that you are independent, resourceful, and exceptional because you want to complete a course of study on your own; but it does take a lot of drive to carry on without someone standing behind you and pushing you as a classroom teacher often does.

It also requires greater discipline. You are on your own much of the time.

This booklet has been prepared to familiarize you with the process of learning at a distance. It contains general information about your course and how it is designed. It also includes advice on how to manage your distance learning successfully.

DISTANCE LEARNING

When you choose to learn at a distance, you make an important decision in your life. Success in this course will perhaps improve your employment opportunities. It may allow you to enter a college or a university. It may allow you to begin a program of studies in which you are vitally interested. Whatever your reasons for studying, success in this course will raise your self-esteem. It will make you feel good about yourself. We want to help you feel this way.

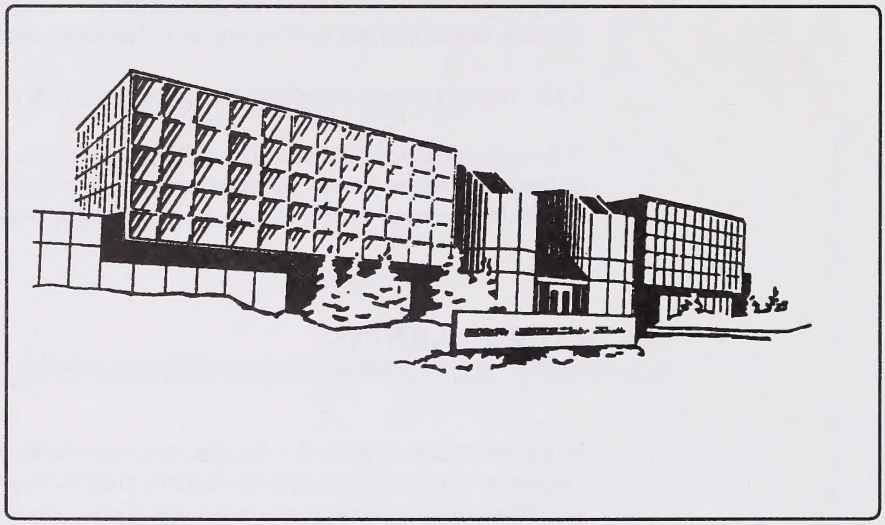
The responsibility for reading, studying, and answering questions is, of course, on you, the student. You will be responsible for managing your own time and for sitting yourself down to complete assignments.

We are here to help you do it!

The Alberta Distance Learning Centre

The Alberta Distance Learning Centre helps those who want to learn at a distance.

THE ALBERTA DISTANCE LEARNING CENTRE



The Alberta Distance Learning Centre is a branch of Alberta Education. It helps educate approximately 40 000 students a year from all parts of Alberta, the rest of Canada, and all over the world. Not all of these students study on their own. Some students use distance learning courses to work at their own pace but work in schools or institutions under the guidance of a learning facilitator. The Alberta Distance Learning Centre provides materials for grades one to nine, for the core subjects in high school, and for many option courses. All courses follow Alberta curriculum guidelines.

The building, located in Barrhead, Alberta is about 6 500 m^2. Barrhead is located 120 km northwest of Edmonton. The facility contains a modern printing and typography unit, an instructional design unit, a teaching unit, a shipping and mailing unit with its own postal code, and a student services unit. The staff numbers about 200. Some teaching staff work in their homes on a contract basis.

How the Assignments Are Processed

1. Students submit assignments. They are received at the Mailing Department and sent to the Recording Department.

2. At the Recording Department materials are separated and labels are checked to see that they are correct. Assignments are sorted into Elementary, Junior High and Senior High subject areas.

3. All assignments and tests are entered into the computer.

4. Depending on the teacher to whom the student is assigned, the student's assignments come to the in-house teachers at the Alberta Distance Learning Centre or go to the contract teachers who work at home.

5. Corrected assignments are returned to the Recording Department. The marks are entered into the computer.

6. The assignments are put into envelopes and mailed back to the students.

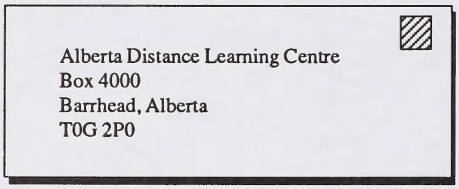
It is important to label your materials carefully so that they are not lost in the masses of paper that are sent to the centre.

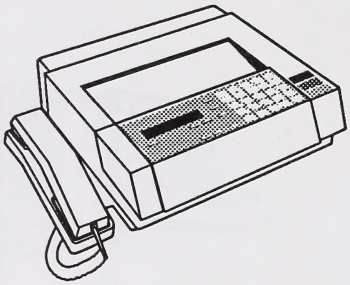
How to Make Contact

Your main means of contact in distance education is through the assignments you send for correction. Most of the assignments are self-explanatory. You will be able to understand what you are required to do by reading and rereading instructions.

Some people, especially those who are distance learners for the first time, might feel intimidated or overwhelmed by the amount of information they must read and absorb. Do not be discouraged. Persevere. If you need help, you may contact the Alberta Distance Learning Centre in one of four ways.

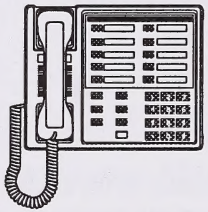
1. You may write a letter to be mailed or faxed.





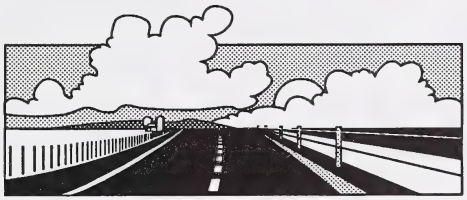
Fax number is 674-6588

2. You may call the Alberta Distance Learning Centre.



- If you live in the Barrhead area, call 674-5333.
- If you live in other parts of Alberta, you may phone using the Government RITE System. Dial the number of the RITE Operator under your local Government of ALberta listings and ask for the Alberta Distance Learning Centre (674-5333).
- If you live in an area of Alberta not serviced by the RITE system, simply dial "0" and ask for "ZENITH 22333"; then ask for the Alberta Distance Learning Centre.

3. Come to visit the Alberta Distance Learning Centre in Barrhead (120 km northwest of Edmonton). Office hours are 8:15 am to 4:30 pm, Monday to Friday, except on statutory holidays. Phone ahead if you wish to see a particular person.



4. Contact the Edmonton Study Centre. If you live in Edmonton, you may contact the Edmonton Study Centre for information, some supplies, and as a drop off point for assignments. The hours are 8:15 am to 4:30 pm Monday to Friday. Telephone 427-2766.

Edmonton Study Centre
9th Floor
Harley Court
10045-111 Street
Edmonton, Alberta

When you are concerned about course content, ask for a specific teacher or a particular department. When you are concerned about registrations, testing or accounts, ask for Student Services.

STUDENT

STUDENT

TEACHER

STUDENT SERVICES

REGISTRATIONS

You can always call for help

- if you have honestly tried to complete an assignment but cannot.
- if you have a question about tests or registrations.
- if you have trouble understanding a concept covered in the module booklet or assignment booklet.

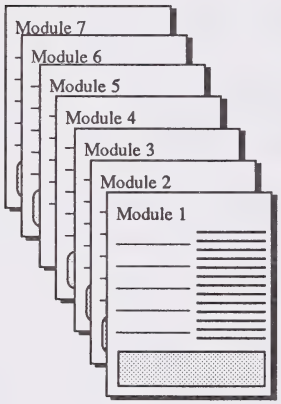
COURSE DESIGN

This new learning package involves many other components in addition to the Course Introduction Booklet.

Booklet of Reproductions

A booklet containing full-colour images accompanies each art course. Students will be referring to this booklet throughout the course.

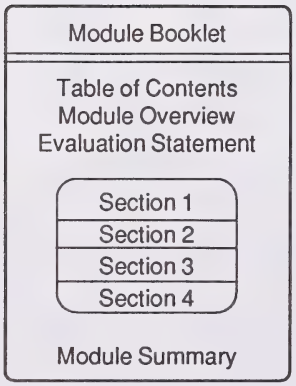
Modules



Other print components involve booklets called modules.

The structure of the modules in Art follows a systematic design. Each module begins with a table of contents, a module overview and an evaluation statement.

The body of the module is made up of closely related sections. The number of sections will vary from module to module, but each section contains student activites that develop strategies, knowledge and skills centered around a theme.



You will be correcting your responses to these activities. The answers are located in the appendix at the back of the module booklet.

The activities in the module booklet serve several purposes.

1. They help you to become responsible for your own learning.

2. They help you to confirm and clarify your understanding of basic concepts. This understanding will help you to understand more difficult concepts and to answer more difficult questions in the assignment booklets.

3. They provide instant feedback. You are not left wondering about your grasp of the concept being studied.

4. They evaluate your ability to follow instructions.

5. They give you a sense of achievement. You know almost immediately that you can handle this material. You can go on to master the next concept.

To fully benefit from self-assessment activities, you should follow this procedure.

1. Read and study the material assigned.

2. For those activities which you are unable to do, restudy the related material. Attempt those activities again.

3. Work through all the activities on your own. You need practice in completing the activities on your own to prepare for the final test. Doing your own work is how to learn the subject.

4. Answers are provided in the appendix. Use a pencil or different coloured ink to assess your own work.

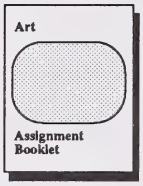
5. If you did not score as well as you wanted to score, restudy the material before continuing in your booklet.

6. Be sure to make corrections if necessary. Your module booklet should be kept as accurate as possible for later reference when doing assignments and studying for the final test.

If you continue to have difficulty, ask your distance education teacher for assistance. You may want to include a note in your module or contact your teacher by telephone or letter.

Each module ends with a summary that focuses on the main ideas that you have learned. This is an important part of the module because it discusses how all the ideas in each section are related.

Assignment Booklet



Accompanying each module is an assignment booklet. As you work in the module booklet, you will be directed to turn to your assignment booklet several times.

The assignments give you an opportunity to have a qualified teacher judge your knowledge, understanding and interpretation of the subject matter and your progress in gaining various skills. If you need help, the teacher can make suggestions for improvement.

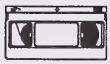
Complete assignments in blue or black ink rather than pencil.

Your mark for each module will be determined by how well you do the assignments in the assignment booklet. Read the directions and the questions carefully to be sure you understand what is wanted. For longer answers, you may find it useful to write a rough draft. When you are sure you know what you want to say, write your answer in the assignment booklet as neatly as you can. Supply facts, comments, interpretations, or criticisms as required. There may be some questions asking your opinion or judgement about unsettled issues. Answer such questions frankly. You will not be graded on your opinion but on how well you support it with facts and logical reasoning. If you are having difficulties, you should go back and review the appropriate section.

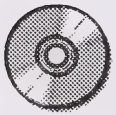
When you have completed the assignment booklet, it should be promptly mailed for correction to the Alberta Distance Learning Centre. While you are waiting for feedback from the teacher, you are encouraged to start the next module.

Media

COMPUTER DISK



VIDEOCASSETTE



LASERDISC

The package also includes reference to media. Pathways have been developed so you can use a variety of media to learn what is important. These different routes have been included to suit different learners. Wherever videos or computer software have been included, a print version is also available. This way, if the media isn't available or desired, you can follow the print version and still successfully complete the course.

COURSE OVERVIEW

All About Art

Art Studies 11/21/31 is designed to complement the Art 10/20/30 courses in high school art. It examines the role art plays in people's lives, how is is created, and how people respond to it. This course expands the opportunities for the study of art in the high school.

Art 11 surveys the role of the artifact in everyday life. The course considers predominant themes by art forms. It also considers the role of the artist and the artist's use of material and processes, methods of critical analysis , and understanding of people's varied approaches to appreciating artworks. It is designed to meet the needs of all students who have an interst in learning about art.

Art 21 surveys the history of art in western culture. It examines changes in the function of art, in the role and influence of artists, and in culture, all of which effect changes in artifacts over time. It emphasizes the changing view of art throughout history.

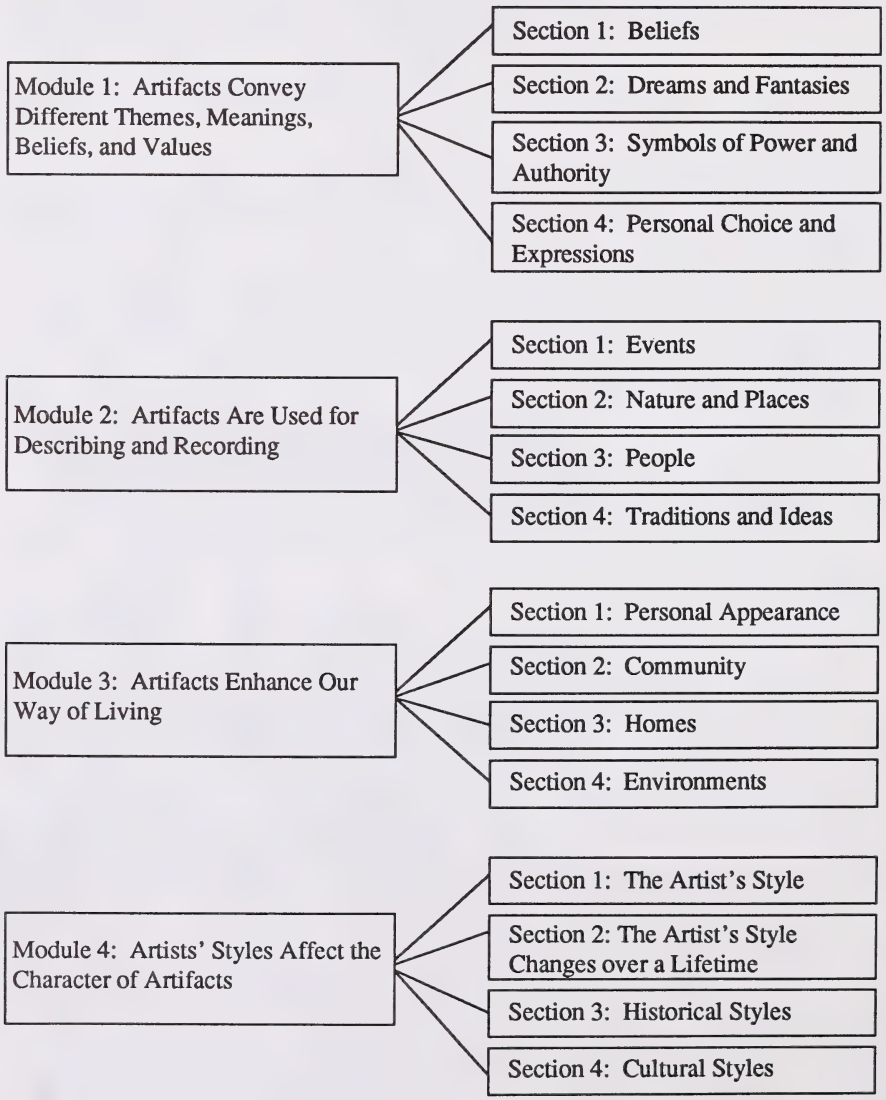
Art 31 examines the impact of international influences and modern technology on modern art and, in turn, modern art's impact on society. It emphasizes the contemporary point of view of society.

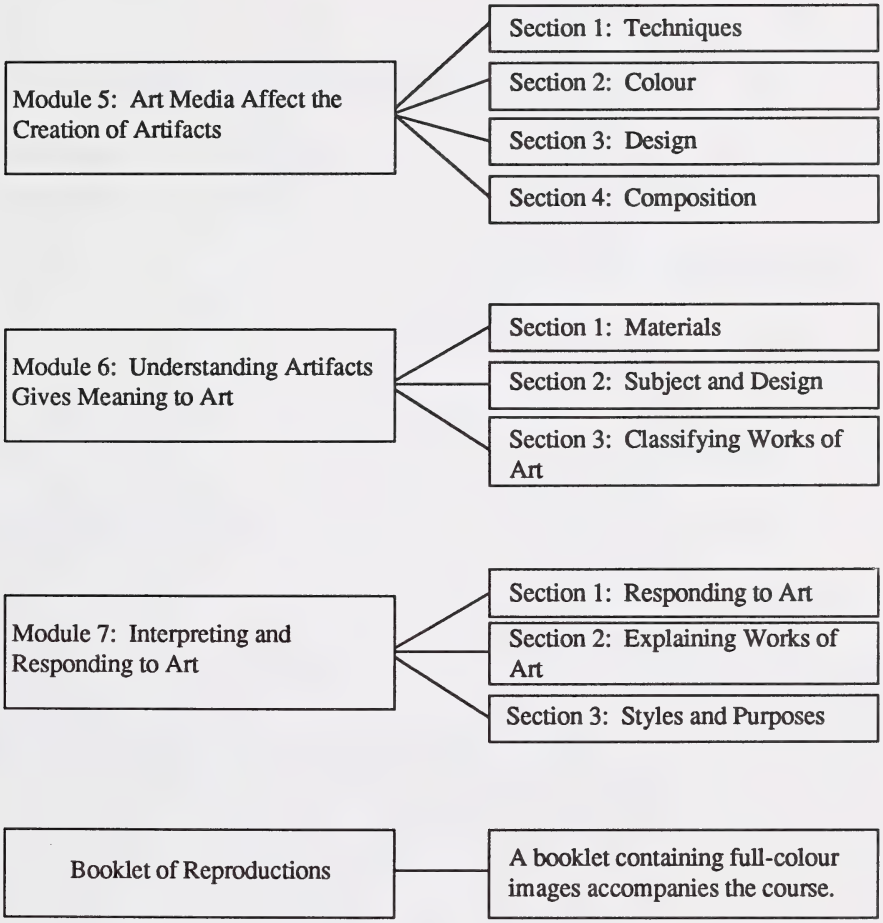
Course Descriptions

The following is a brief breakdown of each course.

Art 11

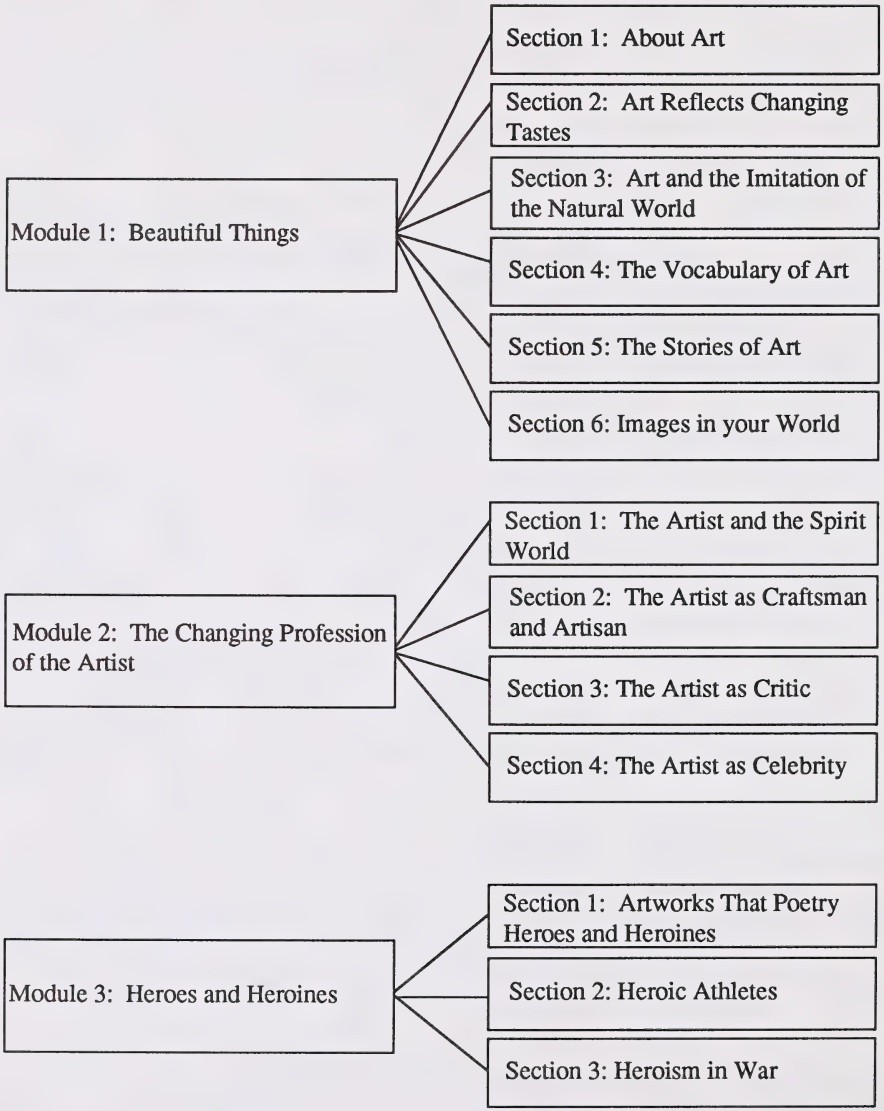
Art 11 is divided into seven modules. Below is a graphic representation of the Art 11 course structure:




Module 5: Art Media Affect the Creation of Artifacts
Section 1: Techniques
Section 2: Colour
Section 3: Design
Section 4: Composition
Module 6: Understanding Artifacts Gives Meaning to Art
Section 1: Materials
Section 2: Subject and Design
Section 3: Classifying Works of Art
Module 7: Interpreting and Responding to Art
Section 1: Responding to Art
Section 2: Explaining Works of Art
Section 3: Styles and Purposes
Booklet of Reproductions
A booklet containing full-colour images accompanies the course.

Art 21

Art 21 is divided into seven modules. Below is a graphic representation of the Art 21 course structure:



Module 4: Ancient Civilization

- Section 1: Ancient Art Forms Express Changing Interpretation of Life-Giving Forces
- Section 2: Symbols of Fear
- Section 3: Images of God
- Section 4: Sculptures and Changing Power

Module 5: Changing Images

- Section 1: Changing Images Over Time
- Section 2: Changing Values Reflected In Art
- Section 3: Early Renaissance
- Section 4: The High Renaissance and the Rise of the Individual

Module 6: Building Our World

- Section 1: Structural Systems and Meanings
- Section 2: Civic Centres and Public Values
- Section 3: The Shaping of Christianity
- Section 4: The Gothic Cathedral and the Mysticism of Light

Module 7: Power, Politics, and Change

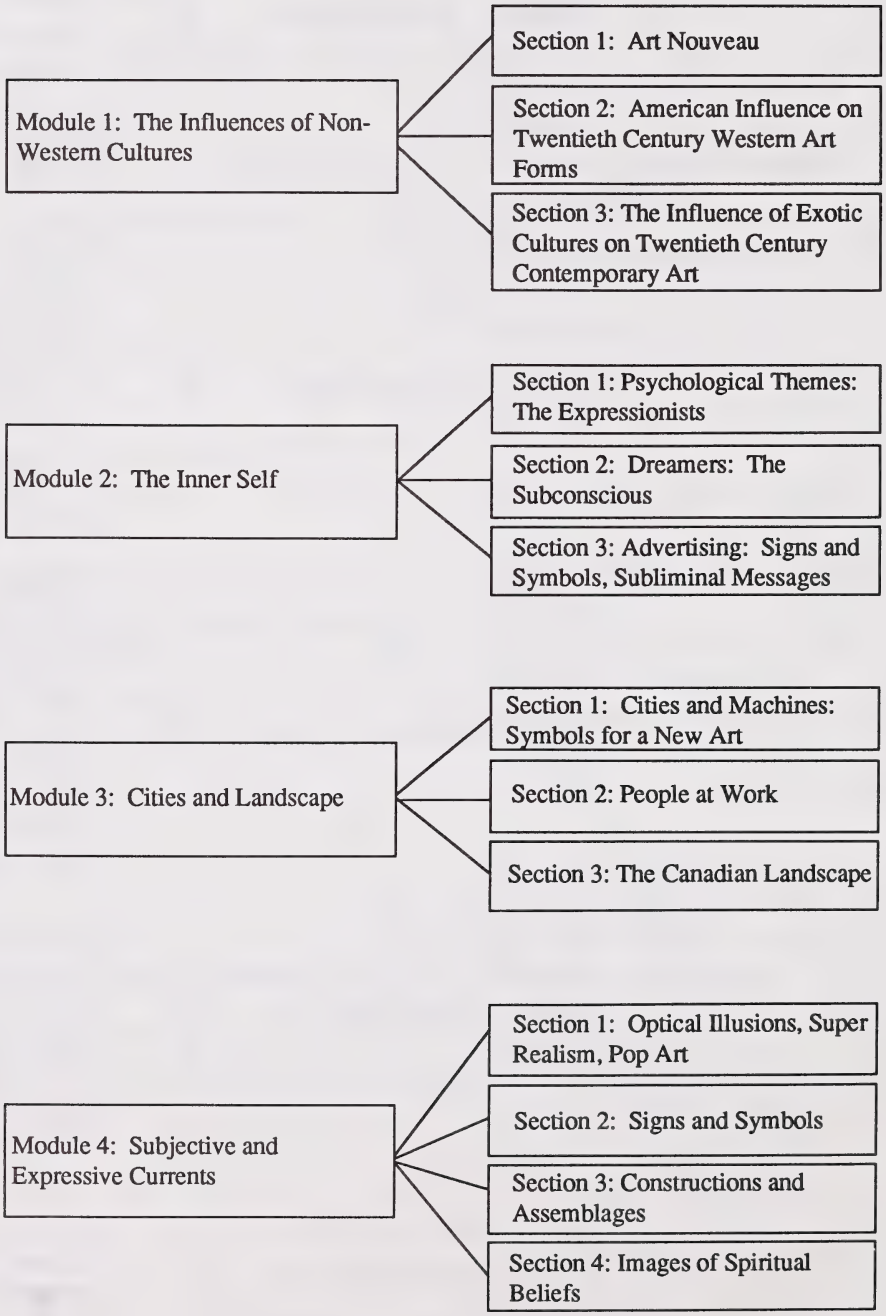
- Section 1:Power: From Where? Over Whom?
- Section 2: Politics: What Means? Whose Ends?
- Section 3: Change: Visions of Ourselves

Booklet of Reproductions

- A booklet containing full-colour images accompanies the course.

Art 31

Art 31 is divided into seven modules. Below is a graphic representation of the Art 31 course structure:



Module 5: Science, Technology, Function, and Meaning

- Section 1: New Tools – New Processes
- Section 2: Modern Advertising: Communication Arts
- Section 3: Art in the Service of Politics

Module 6: Rationalist – Formalist Currents

- Section 1: The Power of Colour
- Section 2: Colour, Light and Motion in Contemporary Art
- Section 3: Technology – Computer Graphics and Electrontic Media

Module 7: The Artistic Community and Canadian Style

- Section 1: Investment, Connoisseurship, Patronage: Galleries and Museums
- Section 2: Tastemakers
- Section 3: Profiles of Alberta Artists
- Section 4: Profiles of Canadian Artists

Booklet of Reproductions

- A booklet containing full-colour images accompanies the course.

COURSE MATERIALS

Before you begin this course, you should assemble all the items you need to do the activities and assignments.

KEEP THESE MATERIALS IN YOUR WORK AREA

- pens
- pencils
- felt pens
- eraser
- ruler
- tempera paints
- paint brushes
- paper
- scrap paper
- atlas
- dictionary
- stapler/tape
- timetable
- return envelopes
- course materials
- cassette player
- ADLC phone number

These following are optional

- Computer
- video player
- Laserdisc player
- camera

Precise communication is important in a course such as Art. Since the success of most distance learning depends on one's ability to communicate effectively, you must understand words and be able to use them correctly. The dictionary is an important reference book that contains information necessary to communicate clearly.

Materials

Materials Supplied	Materials Required	Optional Materials
Course Introduction Booklet Module Booklets Assignment Booklets	Booklet of Reproductions	Laserdisc, Sightlines Laserdisc Player VCR (VHS) Video cassettes used in the course may be available from the ADLC, or call your regional library service for more information.

When you receive your course materials, you should take time to look carefully at what you received. **Take note that your entire course may not be sent at one time.** If you received the wrong course or your course is defective in any way, notify the Student Services Department of the Alberta Distance Learning Centre immediately.

Handling the Courseware

Courses may involve audiocassettes and/or videocassettes. Whether the material is loaned or purchased, it is important to take care of these items. Scratches, dirt, grease, extreme temperatures, or magnetic fields such as those in electric motors will damage them.

GRADING AND EVALUATION

What an easy life it would be if we did not have to be evaluated on what we do or know. All around us, everyday, we are being measured against some standard.

- At work we are evaluated on our performance.
- In society we are evaluated on our social skills.
- At home we are evaluated on our contribution to the family unit.

Distance learning also involves grading and evaluation.

Evaluation of Assignments

Each assignment submitted to your distance education teacher is evaluated on the basis of your demonstrated understanding of the concepts taught in that module, completeness of work, as well as neatness and legibility. The value of each assignment is stated in a circle beside the assignment title. The total value of each assignment booklet is 100 marks. The letter grading located on the cover of the assignment booklet reflects your mark for the entire module. The letter grading follows the scale of percentage or performance equivalencies listed below.

A = 80% to 100% Outstanding
B = 65% to 79% Good
C = 50% to 64% Satisfactory
D = 40% to 49% Needs Improvement
F = 0% to 39% Unsatisfactory

Evaluation of Final Test

The Art final test constitutes 30% of your overall grade. Seventy percent of your final mark will be based on your course work, provided that you achieve a mark of at least 40% on your final test.

Should the test mark differ substantially from the year's work, the teacher will use discretion in balancing the composition of the marks in order to arrive at a fair assessment of your ability in the course.

You must receive a final mark of at least 50% in order to receive credits in any high school subject.

Note: You will be expected to use your *Booklet of Reproduction* when writing the final test.

Weightings for Each Art Course

Art 11

Module 1 10%	Module 2 10%	Module 3 10%
Module 4 10%	Module 5 10%	Module 6 10%
	Module 7 10%	
	Final Test 30%	

Art 21

Module 1 10%	Module 2 10%	Module 3 10%
Module 4 10%	Module 5 10%	Module 6 10%
	Module 7 10%	
	Final Test 30%	

Art 31

Module 1 10%	Module 2 10%	Module 3 10%
Module 4 10%	Module 5 10%	Module 6 10%
	Module 7 10%	
	Final Test 30%	

Information About the Final Test

If a test is not written before expiry date of registration, the course is considered incomplete for the school year in which the student registered. A new registration in the course would then be required before the final test could be written. Information concerning expiry dates of registration is available by calling the Student Services Department or the Registration Department at the Alberta Distance Learning Centre.

Classroom Students

These students are those who are regularly attending a school in Alberta and who are supplementing their school programs by taking one or more distance education courses.

The final test will be sent automatically to your school principal and the final grade will be determined when **all** modules and the final test are graded.

Your principal is in charge of scheduling final tests and all questions about the scheduling of the final test should be directed to him or her.

Non-Classroom Students

These students are those studying independently who are not registered in any subject in any Alberta classroom.

The *Student's Application for Final Test* is sent out automatically to all non-classroom students when the student has completed the first part of the course.

You are expected to find a test supervisor acceptable to the Alberta Distance Learning Centre. You should arrange for a teacher to supervise your test. If one is unavailable, you may be supervised by a secretary-treasurer of a county or school jurisdiction, school secretary, clergyman, magistrate, police officer, bank manager, or other professional person in a position of public trust.

The Alberta Distance Learning Centre reserves the right of approval of supervisors selected by students. The School also reserves the right to request that a student's examination be written at a specific supervised writing center.

The *Student's Application for Final Test* must be completed by the student and proposed supervisor and returned to the Alberta Distance Learning Centre before the examination can be released.

The test will then be sent to the approved supervisor, and the final test will be administered by that person at a time and place suitable to both parties. The completed test should be mailed to the Alberta Distance Learning Centre by the test supervisor.

The student must not only make the arrangements for the test but must also bear any expenses of the supervision.

Appeal Test

Appeal tests are available to all students as an opportunity to improve marks, but must be requested within thirty days from the issue date of the result statement. Only one appeal will be permitted for each completed course. Students will receive information regarding appeals with their result statements.

Preparing for the Final Test

- To prepare for the final test, review the self-assessed activities in the modules, and carefully restudy your corrected assignments.
- Learn the important terms.
- Review any reading you did for the course.
- Be prepared to be tested on anything covered in the modules.
- Work carefully on your own and review the material as you go along.

Do your own work so that you understand it. Your knowledge and ability are being evaluated on the final test.

What I see, I forget.

What I hear, I remember

What I do, I understand.

-Chinese Proverb

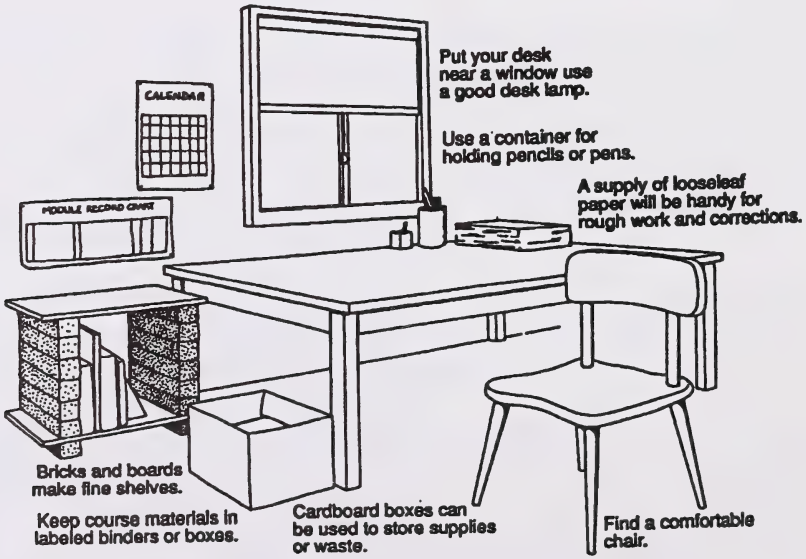
STARTING OUT RIGHT

Proper planning, organization, and good study habits will help you to succeed in your studies. This section of the guide will give you some idea of how to use your time efficiently so that you will realize your goals. If you have not studied for a while, you will probably benefit from the tips on time management and study habits in this section.

Setting Up Shop

Probably one of the best ways to ensure success in your studies is to establish a study corner. This is a quiet, well-lit area where you may leave your books, papers and supplies. It should be an area where there is no telephone, no radio, no television, and no people doing things to distract you. Find your best place to study. You are ready to begin your studies in earnest! A comfortable chair and sufficient work space (table or desk) are essential. All necessary supplies, tools, materials, and textbooks must be gathered. Your work area could contain exercise equipment like barbells or even an exercise bike. When you begin to feel sluggish, you will find that a ten minute exercise break will do much more to revive you than a cola or cup of coffee.

The following diagram may be helpful as you organize your study area.



Organize your study area.
Keep all your supplies in this area.
Sit down and start to work immediately.

Time Management

Corporations and businesses offer courses on time management to help their employees become more productive. There are so many demands on our time nowadays that we really must make the effort to organize our work and our activities. This organization or planning is called time management.

With distance learning, it is a necessity that you plan your own schedule. Only you know exactly how much time you have available for completing a course. It does not matter too much what time of day you do course work. This varies with the individual's situation. Distance learning is flexible. To decide exactly how much time you must make for your studies, you must set priorities. You must decide exactly when you wish to have your course completed. When you make this estimate you must take into account time worked away from home, time needed for chores, and time needed for recreation and relaxation.

Make a Weekly Plan

People who write for a living always have deadlines to meet. They cannot wait for inspiration. They discipline themselves to sit down and write for a number of hours every day. Whether they like it or not, they stick to a schedule. This determines success.

Begin your planning by thinking in weekly terms.

- Keep track of what you usually do in a typical week. Calculate how much time you have daily, weekly, monthly.
- Plan the studies you can do in a typical week.
- Keep a list of what you must do each day and cross off each study task as it is completed.
- Find your own best time to study.
- Set deadlines and stick to them.
- Don't dwell on failures. Get back on schedule.
- Self-discipline and motivation help you succeed.

SAMPLE WEEKLY TIMETABLE

Begin when you usually wake up.

Write in every hour.

End when you usually go to bed.

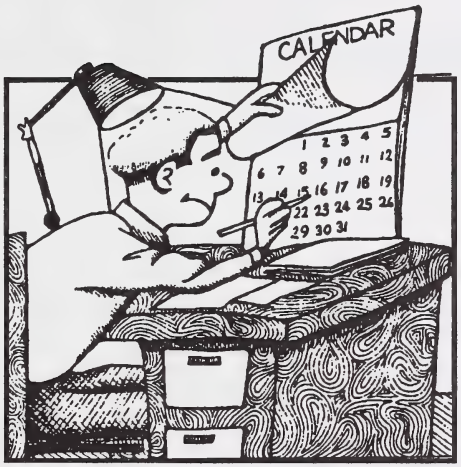
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Keep track of every major activity. Don't plan to use 100% of your time. Allow for possible interruptions and jobs taking longer than you planned.

How much time – realistically – have you planned for your studies?

Make a Monthly Plan

The next step is planning a monthly schedule.



- Block off the days you know you will not be able to study at all.
- Count the days you have available between the time you begin the course and the time you want to write the test.
- Don't forget to leave time for review.
- Count the number of sections or modules you must complete within this time.
- Estimate how many days you have to complete each section and each module.
- Make a monthly plan like the one below.

SAMPLE MONTHLY TIMETABLE

SEPTEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	~~2~~
~~3~~	~~4~~	5	6	7	8	9
10	11	12	~~13~~	14	15	~~16~~
17	18	19	20	21	22	23
~~24~~	25	26	27	~~28~~	~~29~~	30

TOTAL WORK DAYS AVAILABLE FOR STUDY

GOAL :

Make a Course Plan

When you have an idea of how much time you have available every day, week, and month, look at a plan for completing the course(s) you are studying.

Modify your plan as circumstances change. Be flexible, but don't procrastinate. If you need help planning a schedule, be sure to ask your distance education teacher.

Our experience has shown that a planned approach to module completion is far better than the "hit and miss" method of completing modules now and then, as you feel like it.

SAMPLE COURSE TIMETABLE

Course Name _____ Date of Starting _____

Planned Completion Date _____ Actual Completion Date _____

Module	Planned Completion Date	Actual Completion Date	Date Mailed	Date Returned
1				
2				
3				
4				
5				
6				
7				

You will need determination and perseverance to continue working independently.

Basic Study Tips

1. *Do not dwell on failure* – Studying on one's own is a big step for many people. If you have even once in your past life experienced failure in any subject, you may have found it difficult to attempt that subject again. Failure in the past in a subject, or even in an assignment, does not make success impossible. It just means you have to work harder to achieve it. Learn from your mistakes.

2. *Leave negative thoughts outside the study area* – A prejudice against a subject – "I hate poetry" – will not help you learn. Forget what you like or do not like. Just try to complete each activity and assignment to the best of your ability.

3. *Get enough rest* – If you are ill or listless, you cannot make good use of the time you have set aside for studying. Keep physically and mentally fit.

And remember . . . the amount of time is not as important as the use you make of the time available.

4. *Set an objective for every study period* – Aim to accomplish that goal within a certain amount of time. Then record your success on your daily or monthly study plan.

   Example: *Tuesday 3 to 4 pm* *Read pages 10 to 30.*
   Tuesday 4 pm Done!

5. *Learn to concentrate* – People who have not studied for a while might have trouble concentrating. If you are one of these people, begin by studying in a room free of distractions. Limit yourself to studying one subject for one hour. For this hour, put everything else out of your mind. Sit down and start. Take a ten or fifteen minute break after this hour. During the break, concentrate on other things that need doing or are interfering with your concentration. Before this break, plan what you will do in the next study hour.

6. *Study by wholes rather than parts* – Get the whole picture of what you are studying – like the entire objective – rather than concentrating on isolated parts. Do not just memorize. Understand the total concept.

7. *Review* – After forty-five minutes, see how you are doing. Test yourself to see what you have learned.

8. *Switch* – Switch subjects or activities before you become stale. If you are working regularly and truly concentrating, one or two hours on one subject should be enough at one sitting.

9. *Do difficult tasks first* – Concentrate on the most complex concepts first – when you are still fresh.

10. *Make use of the library* – Learn where reference material is located. Learn how to use reference material efficiently. Besides being a place of inspiration, a library is the best resource you can have.

"Practice is in all things the best teacher for mortals."

Euripides (Greek dramatist, 484 - 406 B.C.)

Strategy for Completing a Module

When you are ready to work on a module, first make a quick survey of the material you will be responsible for. Look at the activities you are required to do. Set up your time schedule.

It is very important that you read all pages accurately and answer exactly what is asked in every activity and assignment. One method of reading and studying that will help you is the SQ3R method.

SQ3R - Reading and studying a passage involves five stages:

SURVEY
QUESTION
READ
RECALL
REVIEW

Try doing the following.

Survey
This step involves skimming the printed matter. Note the titles. Read the introduction and the contents. Read the headings of sections. See if there is a glossary, appendix, special charts, and so on.

Question
Before beginning an assignment or activity, ask yourself questions. Look at the headings. Ask yourself "What am I to do? Where do I find the answers? How does this fit with what I will do later? What topics does this material cover?"

Read
Read material once or twice quickly for its general ideas. Read it again for details. Look at charts and illustrations. Look at the whole, then the parts. Try to understand the main idea. Highlight important information; make notes in margins.

Recall
Try to recall the main points of what you have read. You might say these aloud. You might jot them down in note form.

Review
Look back over what you have read to see how well you recall. Insert what you forgot. Review again.

To achieve success in a module, work on your studies regularly. Read your course pages accurately. Get your practice by completing all activities. Submit your assignments regularly. Follow the suggestions your distance education teacher gives you. Enjoy the satisfaction of achieving a good grade.

PROCEDURES

How to Send in Your Assignment Booklets

It is important to work regularly and to send in assignments to the Alberta Distance Learning Centre as you are instructed. If your work is satisfactory, you need not wait for the return of corrected work before sending in further work. You should, however, allow ample time for the delivery and return of an assignment.

Try not to let too much time elapse between assignments. It is easy to forget things if you are not constantly reviewing and reinforcing them in your mind.

If a large amount of work is sent for appraisal within a short time, the work will be appraised as time becomes available. If the quality of the assignments is poor, they may be returned for additional work.

Please show your file number on all assignments and tapes or disks sent to the Alberta Distance Learning Centre.

Report any change of address immediately. If a change is not reported, it is impossible for the school to forward information, letters, or test applications.

Mailing

You are required to pay the postage on everything sent or returned to the Alberta Distance Learning Centre. To speed up handling, first class postage is recommended on all assignments submitted.

You are expected to perform your work and to correspond with teachers and administrative staff in an appropriate manner. The Alberta Distance Learning Centre reserves the right to cancel, without refund, the course of any student whose conduct is unbecoming.

Do not enclose letters concerning fees, guidance, additional courses, final tests, or general inquiries with assignments. Send these by separate mail to speed their handling and to avoid their being misplaced.

Dropping Off Your Assignment Booklets

You may drop off assignments at the Edmonton Study Centre or in Barrhead at the Alberta Distance Learning Centre.

Faxing Your Assignments

Be sure the cover of your assignment booklet is filled in correctly with the proper label attached.

Check to see that all response pages have been completed as directed.

Check to see that all faxing boxes located at the bottom of each response page have been clearly filled out.

Costs for faxing assignments to the Alberta Distance Learning Centre are the responsibility of the student.

What To Do With Returned Assignment Booklets

When your corrected assignment booklets are returned to you, do not just file them away. Go over the corrections very carefully. Follow the suggestions your distance learning teacher gives you. In this way you will not be repeating errors. You will enjoy the satisfaction of achieving a good grade and learning course material.

SUMMARY

This Course Introduction Booklet is a guide for distance learning students studying on their own. It is hoped that the information will answer frequently asked questions. It should provide a few tips to help you complete your courses, and help you to achieve satisfaction from your studies.

Learning Facilitator: ***Please help your student complete this form and return it with the first Assignment Booklet.***

STUDENT QUESTIONNAIRE FOR ART 11

Name _____ File Number _____

Address _____ Telephone Number _____

_____ Age _____

_____ Date _____

1. Provide details of the last _____ course you completed successfully.

   Course: _____ Year Completed: _____

   School: _____ Final Mark: _____

2. What school are you attending now (if any)? _____

3. Are you working on this course ❑ at home ❑ at school ❑ both

4. Are there other students in your school or district taking correspondence courses? ❑ Yes ❑ No

5. Are there any other students in your school taking this course by correspondence? ❑ Yes ❑ No

6. What other courses are you taking by correspondence? _____

   _____

   _____

7. Have you taken correspondence before? ❑ Yes ❑ No If yes, when _____

8. Why are you taking correspondence now? _____

   _____

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

9. Mention any special factors (handicaps, illness, family problems, etc.) which may influence your progress in your studies.

_____

_____

In order to get to know you better, we would like you to tell us a bit about yourself. Write a paragraph or two telling us about yourself and your plans for the future, or anything else that you think is interesting.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Please attach a recent photo of yourself if possible.

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

Learning Facilitator: Please work with your student to evaluate this course and return this survey with your last Assignment Booklet. This is a course designed in a new distance-learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated so that a future revision may incorporate any necessary improvements.

COURSE SURVEY FOR ART 11

Name _____ File Number _____

Address _____ Telephone Number _____

_____ Age _____

_____ Date _____

A. Rate the following aspects of the course by checking the appropriate box. (If you strongly agree with the statement check 5. If you partially agree check 4, if you feel neutral check 3, if you partly disagree check 2, if you strongly disagree check 1.)

	5	4	3	2	1
1. The course was interesting.	❑	❑	❑	❑	❑
2. The main ideas were explained well .	❑	❑	❑	❑	❑
3. The directions for the activities were clear.	❑	❑	❑	❑	❑
4. There is a variety of activities.	❑	❑	❑	❑	❑
5. The amount of work was reasonable.	❑	❑	❑	❑	❑
6. It was easy to read and understand.	❑	❑	❑	❑	❑
7. The extra-help and enrichment activities were helpful.	❑	❑	❑	❑	❑

B. 1. This course contained a series of Module Booklets and Assignment Booklets. Do you like the idea of separate booklets?

_____

_____

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

2. Have you ever enrolled in a correspondence course that arrived as one large book.

   ❑ Yes ❑ No If yes, which style do you prefer?

   _____

   _____

3. Suggestions for video-tape activities are included in the course. Were you able to use these activities? ❑ Yes ❑ No Comment on the lines below.

   _____

   _____

4. The answers for the activities in the Module Booklets were placed in the Learning Facilitator's Manual. How well did you work as a team?

   Student's comments: _____

   _____

   _____

   Learning Facilitator's comments: _____

   _____

   _____

5. Did you contact the Alberta Distance Learning Centre for help or information while doing your course? ❑ Yes ❑ No If yes, approximately how many times? _____ Did you find the staff helpful? ❑ Yes ❑ No If no, explain.

   _____

   _____

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

6. Were you able to fax any of your assignments? ❑ Yes ❑ No If yes, comment how it speeded up completion of your course.

_____

_____

7. If you were mailing your assignments, how long was it taking for Assignment Booklets to return?

_____

8. Was the feedback you received from your distance learning teacher helpful? ❑ Yes ❑ No Comment on the line below.

_____

9. What did you like least about the course?

_____

_____

10. What did you like most about the course?

_____

_____

Additional Comments

_____

_____

_____

Thanks for taking the time to complete this survey. Your feedback is important to us.

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

N.L.C. - B.N.C.
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